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|  | Monday  September 25 | Tuesday  September 26 | Wednesday  September 27  (Half Day) | Thursday  September 28 | Friday  September 29 |
| Content Objective | I can create my Strong Middle School map project by using my prior map-making skills knowledge. | I can evaluate my classmates’ maps and why they vary by assessing their project and answering a series of questions. | Image result for half day | I can remember key events from the first day of school and compare historical perspectives by identifying the differences between mine and my partner’s accounts. | I can evaluate competiing historical perspectives by detecting the viewpoints in two historical accounts and recording them on my worksheet. |
| Language Objective | I can write to create my map project using my prior knowledge from 6th grade. | I can write to answer questions on why maps of the same place vary using the sentence stems  -“Some similarities I notice are…”  -“Some differences I noticed are…”  -“I believe one map is more accurate than another because…” | Team Trivia Day | I can orally discuss to compare competing historical perspectives in a discussion with my partner and classmates. | I can wite to compare and evaluate historical perspectives using the sentence stems  -“The event I am investigating is…”  -“The evidence to support the investigation of the event is…”  -“The sources are similar because….”  -“The sources are different because…” |
| Activity | School map project | Gallery Walk | Team Trivia |  |  |
| Vocab. | Map, Key, Map  Legend | Map, Key, Map  Legend |  | Historical Event,  Historical Account | Historical Event, Historical Account |
| Standard | G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer. | G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer. |  | *H1.2.4:* Compare and evaluate competing historical perspectives about the past based on proof. | *H1.2.4:* Compare and evaluate competing historical perspectives about the past based on proof. |

\*All plans subject to change at the discretion of the teacher